



THE ROLE OF CARE IN THE RELATIONSHIP BETWEEN TEACHER-STUDENT AT SOUTH EAST EUROPEAN UNIVERSITY

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Abstract

In the education process, the student-teacher relationship has great significance, especially considering that in higher education students are enrolled from different high schools, countries, social strata and cultures. Faced with a new environment, new ways of teaching and meeting fellow students from different cultures is a difficult start for students, greater care of students by teachers would facilitate overcoming such challenges.

Respect for the student's individuality, monitoring of student progress in the educational process and recognition of student nature is the subject of study of this paper. The research was conducted at South East European University using an online questionnaire with students of different years of study, by gender, various faculties and

students with different permanent residence. The online survey was also conducted with SEE University teachers to get their opinions about the topic of research. From the results obtained, we compared the views of students and teachers about teacher-student relationship from the perspective of teachers on one side and from the point of view of students from another side. From the collected data we have come to a confirmation of the hypothesis that the attitude of students towards the teacher-student relationship does not depend on the success of the student or the student's year of studies.

Key words: *teaching, learning, individuality, cultural diversity, teacher-student relationship.*

Introduction

Teaching is a process by which a person(s) enables other persons to study. The person who does this is the teacher and the person or persons who are trained to absorb the knowledge and learning are students. To be a teacher, you need to have acquired a set of skills, be trained and to be officially licensed to carry out this profession;

According to Stanford C. Ericksen (1985) "Good teachers select and organize worthwhile course material, lead students to encode and integrate this material in memorable form, ensure competence in the procedures and methods of a discipline, sustain intellectual curiosity and promote independent learning."

Based on studies we have tried to give some insight in order to find out which features are essential that teachers need to be equipped. Some researchers have come to the conclusion that an effective teacher must have these characteristics: human skills, expertise in the relevant field, managerial and assessment skills. Under human skills we understand: interactivity and oratorical skills, empathy and understanding and skills for relating with people. Human skills also mean that the teacher must have interactivity skills, meaning the ability to listen when the student communicates, i.e. to have mutual respect. The teacher also should respect students' requirements when they need help; and an effective teacher demonstrates enthusiasm and enhances student learning. The effective teacher should also take care about the ways students learn and understand, and how s/he develops professionally. The teacher should be an expert in the field that s/he teaches and know how to transmit knowledge to the students. Meanwhile, the managerial skills of teachers include the ability to plan, organize and take care

of the taught class. This also includes an ability for time planning, which means effective use of time so that during the planned time, all goals for that class should be realized. The good teacher creates a pleasing learning atmosphere that affects active learning positively.

Based upon our previous study on the impact of the teaching in mathematics to students of the Faculty of Business and Economics at SEE University, T. Iljazi, S. Alija (2010), we came to the conclusion that the most successful approach was small group work, since by utilizing this approach the students' success improved considerably along with their attendance to classes, interactivity and homework completion.

Before the beginning of the teaching process, the teacher should plan the student assessment methods, which is a complicated process and part of teaching role also. This study deals with another segment of teaching which is also important, that is, student care.

Noddings (1984), researcher and theorist in the field of education, defines care as a kind of relationship with others. The care she describes is something done by someone for the relationship with the other one and not as a set of particular behaviours. She holds the view that any relationship provides the opportunity for care or lack of care in that relationship. Care is not a program or strategy, but is a way how to relate with students and their families that is characterized by respect, understanding, compassion and interest (Noddings 1988). Noddings (1988) describes the ethics of care as actions made by love and inclination to help students "grow and actualize themselves". When a person is careful, then s/he hears, sees and feels what the other wants to express or show. On the other hand, Lambert (1995) states that researchers should explore the elements and ethics of care. He also identifies five elements in the process of care: confidence in students, respect, honesty, trust, sincerity and attention. Tarlowi (1994) in his research comes to the conclusion that the caring person should be sensitive to the needs of the other person, to act in the interest of the other person, do things that are beneficial for the other and be emotionally committed.

Researchers as Bulach, Brown, Potter (1988) state that teachers should express their care towards students through their behaviour: the ability to reduce the anxiety of students, increase students' willingness to listen, being friends with students, use of criticism both positive and negative and the use of reward in certain situations.

We have tried to find out how care is expressed at South East European University through the student and staff questionnaire. South East European University is a new university which is at the beginning of setting up standards and to be more attractive, challenging and competitive, we should pay attention to the part that deals with student care.

Research methodology and Results

This research was conducted in parts. The first part of the research was based on the results of the questionnaire realized with 370 students of South East European University divided in five faculties: Faculty of Contemporary Sciences and Technologies; Faculty of Languages, Cultures and Communication; Faculty of Law, Faculty of Public Administration and Political Sciences and Faculty of Business and Economics, while the second part of the study was based the results of the questionnaire conducted with 49 teachers that are teaching in the five SEEU faculties. The survey was done online in the end of the summer 2012/13. The questionnaire consisted of 15 questions where, among others, were questions relating to the teachers' care towards students. Ions, we did a description and statistical analysis to see the teachers care for the students at SEEU.

The study on one hand was aimed to collect data about students' opinions concerning the care they were given by teachers; and on the other hand what was the attitude of teachers about the care that they devote to their students. By putting these two attitudes in parallel, we compared the answers of both parties that are the actors in this study.

From the processed data, we can see the breakdown of the surveyed students is as follows: 54.16 % male and 45.41 % females, out of which 40.81% are first year students, 32.43% second year students and 26.76% third year students. The faculty breakdown is as follows: 25.68% from the Faculty of Business and Economics; 24.86% from the Faculty of Contemporary Sciences and Technologies; 23.24% from the Faculty of Law; 17.30% from the Faculty of Public Administration and Political Sciences and 8.92% from the Faculty of Languages, Cultures and Communication. Based on student success rate (GPA), the breakdown is as follows: 24.32% of the surveyed students have 6-7 GPA; 35.68% of the surveyed students have 7-8 GPA, 24.32% of the surveyed students have 8-9 GPA and 15.68% of the surveyed students have 9-10 GPA, which is better illustrated in Table 1.

Table 1. Student breakdown according to gender, faculty and year of study

	Variable	Frequency	Percentage
Gender	Male	202	54.6
	Female	168	45.4
Faculty	Business and Economics	95	25.7
	Contemporary Sciences and Technologies	92	24.9
	Law	86	23.2
	Public Administration and Political Sciences	64	17.3
	Languages, Cultures and Communication	33	8.9
Year of study	First	151	40.8
	Second	120	32.4
	Third	99	26.8
Success	6-7	90	24.3
	7-8	132	35.7
	8-9	90	24.3
	9-10	58	15.7

Answers to the questionnaire realized with the students about their opinion concerning the student care given to them by the teachers are given in Table 2:

Table 2. Student opinion on student care given by teachers

Questions	Percentage	Average	Dev.stad
Teachers who teach you - do they know your name		2.55	0.86
No one	8.65		
Some of them	43.78		
Majority of them	31.89		
All	15.68		
Do teachers know the place where you are from		2.15	0.85
No one	20.00		
Some of them	54.05		
Majority of them	16.76		
All	9.19		
Teachers who teach you - are they interested in your success		1.66	0.73
No one	47.57		
Some of them	41.08		
Majority of them	9.46		
All	1.89		
Teachers who teach you -are they ready to help you when you have need		2.60	0.87
No one	8.11		
Some of them	41.08		
Majority of them	33.51		
All	17.30		

Teachers who teach you - are they replying to your emails on-time	2.72	0.90
<i>No one</i>	6.22	
<i>Some of them</i>	39.19	
<i>Majority of them</i>	30.81	
<i>All</i>	23.78	
Teachers who teach you - are they making a pleasant and open atmosphere during the class	2.46	0.72
<i>No one</i>	5.95	
<i>Some of them</i>	50.00	
<i>Majority of them</i>	36.22	
<i>All</i>	7.84	
Teachers who teach you - are they informing you on time about quiz, mid-term exams results ...	3.00	0.89
<i>No one</i>	2.43	
<i>Some of them</i>	32.43	
<i>Majority of them</i>	28,11	
<i>All</i>	37.03	
<i>According to you, does your teacher affect your presence, commitment and success in the course</i>	3.42	0.83
<i>Not at all</i>	3.51	
<i>Very little</i>	11.89	
<i>Little</i>	23.78	
<i>Very much</i>	60.81	
Teachers who teach you - are they helping you after classes	2.11	0.84
<i>No one</i>	24.32	
<i>Some of them</i>	46.76	
<i>Majority of them</i>	22.70	
<i>All</i>	6.22	
<i>How do you assess the student care that teachers give at your faculty</i>	3.17	0.72
<i>Very bad</i>	2.97	
<i>Bad</i>	9.73	
<i>Good</i>	54.32	
<i>Very good</i>	32.97	

From data processing of this student questionnaire, the overall outcome is 3.17 average concerning the students' opinion about how much they are satisfied with their treatment at SEEU. The average concerning the teacher's impact in participation, commitment and student success for the course is 3.42, (where 1=very bad, 2=bad, 3=good, 4=very good), which represent the highest averages. The lowest average results are for the question as to what extent teachers are helping students after classes which is 2.11 and for the question as to what level teachers are interested for student success 1.66 (1=no one, 2= some of them, 3=majority of them, 4= all). From these, it appears that student think that teachers are not so interested in supporting student success on a continuous basis.

If we want to the above results of the opinion of students regarding their teachers care divided by the year of study, their faculties and their GPA, we can see them within the tables 7, 8 and 9 in more detailed at the appendix.

The second online survey of this study was conducted with only 49 teachers because this was the number of teachers willing to participate, although the questionnaire was sent to almost all teachers. The gender breakdown of surveyed teachers was 67.35 males and 32.65% females. Out of these, 22.45% of teachers were from the Faculty of Business and Economics; 18.37%, of teachers from the Faculty of Contemporary Sciences and Technologies; 8.16% of teachers from the Faculty of Law; 18.36% of teachers from the Faculty of Public Administration and Political Sciences and 32.65% of teachers were from the Faculty of Languages, Cultures and Communication. Concerning length of teaching experience, the results from the participants were: 2.04% of teachers had experience in teaching from between 1-5 years, 32.65% teachers had teaching experience from between 5-10 years, 34.69% had experience from between 10-15 years, 14.29% from between 15-20 years and 16.33% of teachers with work experience in teaching of more than 20 years. This can be seen in Table 3.

Table 3. General characteristics of teachers

	<i>Variable</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Gender</i>	Male	33	67.35
	Female	16	32.65
<i>Faculty</i>	Business and Economics	11	22.45
	Contemporary Sciences and Technologies	9	18.37
	Law	4	8.16
	Public Administration and Political Science	9	18.37
	Languages, Cultures and Communication	16	32.65
<i>Experience in teaching</i>	1-5 years	1	2.04
	5-10 years	16	32.65
	10-15 years	17	34.69
	15-20 years	7	14.29
	Over 20 years	8	16.33

Analysis of the teacher questionnaire about their opinions about the care that they give to students is presented in Table 4.

If we also want to see the results on teacher opinion on student's care, divided by the faculties and their teaching experience, they are presented in more detail in tables 10 and 11 in the appendix.

Table 4. Teachers' opinion about the care they give to students

Questions	Percentage	Mean	Std. Dev.
<i>Do you know the names of the students that you teach</i>		2.94	0.69
No one	0.00		
Some of them	26.53		
Majority of them	53.06		
All	20.41		
<i>Are interested to know from where your students come from</i>		2.65	1.01
No	12.24		
Sometimes	36.73		
Majority of cases	24.49		
Yes	26.53		
<i>Are interested to know the success of students</i>		3.02	1.05
No	12.24		
Sometimes	16.33		
Majority of cases	28.57		
Yes	42.86		
<i>Do you answer the students' emails on time</i>		3.92	0.28
No	0.00		
Sometimes	0.00		
Majority of cases	8.16		
Yes	91.84		
<i>During your teaching class is there a pleasant and opened atmosphere</i>		3.65	0.56
No	0.00		
Sometimes	4.08		
Majority of cases	26.53		
Yes	69.39		
<i>Do you help your students when they have a need</i>		3.92	0.28
No	0.00		
Sometimes	0.00		
Majority of cases	8.16		
Yes	91.84		
<i>Do you inform students midterm, quizzes results on time</i>		3.88	0.39
No	0.00		
Sometimes	2.04		
Majority of cases	8.16		
Yes	89.80		
<i>Do you help students after classes as well</i>		3.47	0.77
No	2.04		
Sometimes	10.20		
Majority of cases	26.53		
Yes	61.22		
<i>How do you influence the participation in class to be higher</i>		1.53	0.68
I keep evidence	57.14		
I discus and convince	32.65		
I require to be implemented the rule on presence	10.20		
<i>During classes do you allow students to present their ideas</i>		3.76	0.43
No	0.00		

<i>Sometimes</i>	0.00		
<i>Majority of cases</i>	24.49		
<i>Always</i>	75.51		
According to your opinion how is the relation teacher – student at SEEU		3.57	0.50
<i>Very bad</i>	0.00		
<i>Bad</i>	0.00		
<i>Good</i>	42.86		
<i>Very good</i>	57.14		

In the study, a special interest was shown in the comparison of answers that students gave in relation to the care that they gain from the teachers and the answers of the teachers in relation to the care that they give to students. The results are given in Table 5

Table 5: Comparison between students' and teachers' answers about the student care

<i>Students' answers</i>	<i>Percent age</i>	<i>Percent age</i>	<i>Teachers' answers</i>
Teachers who teach you know your name			Do you know the names of the students that you teach
<i>No one</i>	8.65	0.00	No one
<i>Some of them</i>	43.78	26.53	Some of them
<i>Majority of them</i>	31.89	53.06	Majority of them
<i>All</i>	15.68	20.41	All
Do teachers know the place you are from			Are you interested to know where your students come from
<i>No one</i>	20.00	12.24	No
<i>Some of them</i>	54.05	36.73	Sometimes
<i>Majority of them</i>	16.76	24.49	Majority of cases
<i>All</i>	9.19	26.53	Po
Are the teachers who teach you interested in your success			Are you interested to know the success of your students
<i>No one</i>	47.57	12.24	No
<i>Some of them</i>	41.08	16.33	Sometimes
<i>Majority of them</i>	9.46	28.57	Majority of cases
<i>All</i>	1.89	42.86	Yes
Are the teachers who teach you ready to help you when you have need			Do you help your students when they have a need
<i>No one</i>	8.11	.00	No
<i>Some of them</i>	41.08	.00	Sometimes
<i>Majority of them</i>	33.51	8.16	Majority of cases
<i>All</i>	17.30	91.84	Yes
Are the teachers who teach you replying to your emails on time			Are you replying on time to the students' emails
<i>No one</i>	6.22	.00	No
<i>Some of them</i>	39.19	.00	Sometimes

<i>Majority of them</i>	30.81	8.16	Majority of cases
<i>All</i>	23.78	91.84	Yes
Are the teachers who teach you making a pleasant and open atmosphere during the class			During your teaching class is there a pleasant and opened atmosphere
<i>No one</i>	5.95	.00	No
<i>Some of them</i>	50.00	4.08	Sometimes
<i>Majority of them</i>	36.22	26.53	Majority of cases
<i>All</i>	7.84	69.39	Yes
Are the teachers who teach you informing you on time about quiz, mid-term exams results			Do you inform on time students about the results of midterm exams, quizzes
<i>No one</i>	2.43	.00	No
<i>Some of them</i>	32.43	2.04	Sometimes
<i>Majority of them</i>	28.11	8.16	Majority of cases
<i>All</i>	37.03	89.80	Yes
Are the teachers who teach you are helping you after classes			Do you help students after classes as well
<i>No one</i>	24.32	2.04	No
<i>Some of them</i>	46.76	10.20	Sometimes
<i>Majority of them</i>	22.70	26.53	Majority of cases
<i>All</i>	6.22	61.22	Yes
How do you assess the student care that teachers give at your faculty			According to you how do you assess the student care that you give at your faculty
<i>Very bad</i>	2.97	.00	Very bad
<i>Bad</i>	9.73	.00	Bad
<i>Good</i>	54.32	42.86	Good
<i>Very good</i>	32.97	57.14	Very good

The results show that there is a difference between the responses of students and teachers. The main areas of difference are in emails, feedback, pleasant atmosphere, readiness to help.

Regarding the key question of how students evaluate the care that teachers give to their students in their respective faculty, the students declare very good and good with 87.29% against teachers who declare with 100%. The dependence between variables such as faculty of study, year of study, success and student responses about the care in which a value is given, according to Pearson coefficient, is shown in the table below:

Table 6: Correlation

		Faculty	Year of study	Success	Care i
Faculty	Pearson Correlation	1	.109*	-.064	.086
	Sig. (2-tailed)		.037	.222	.098
	N	370	370	370	370
Year of study	Pearson Correlation	.109*	1	-.035	.074
	Sig. (2-tailed)	.037		.497	.154
	N	370	370	370	370
Success	Pearson Correlation	-.064	-.035	1	.018
	Sig. (2-tailed)	.222	.497		.724
	N	370	370	370	370
Care	Pearson Correlation	.086	.074	.018	1
	Sig. (2-tailed)	.098	.154	.724	
	N	370	370	370	370

*. Correlation is significant at the 0.05 level (2-tailed).

Given the dependence of these variables, we can accept the null hypothesis:

H_0^1 : *The attitude of students about the relationship student-teacher does not depend on which faculty they are attending studies. (Pearson coefficient =0.086)*

H_0^2 : *The attitude of students about the relationship student-teacher does not depend on year of studies. (Pearson coefficient =0.074)*

H_0^3 : *The attitude of students about the relationship student-teacher does not depend on student success during the studies. (Pearson coefficient 0.018)*

And we should reject the alternative hypotheses:

H_A^1 : *The attitude of students about the relationship student-teacher depends on which faculty they are attending studies.*

H_A^2 : *The attitude of students about the relationship student-teacher depends on the year of studies.*

H_A^3 : *The attitude of students about the relationship student-teacher does depend on student success during the studies.*

Conclusions and recommendations

Based on the results of the study, we can conclude that South East European University gives special attention to student care, where 87.29% of the students evaluate their teachers care with good and very good. On the other hand, 100% of teachers evaluate student care as good and very good. The results show that there are significant differences between the views on teacher-student relationships from the perspective of the student on the one hand and the views of teachers on the other. Significant differences between the responses of students and teachers are: teacher interest in student success, the help that teachers give their students, creating a pleasant and open atmosphere in class, informing students in time about the results of the quizzes, periodic and final exams. It is worth mentioning that the biggest difference is observed in the responses to the question about the help given to students after school hours where only 6% of students think that all teachers were helping them after classes, while 61% of teachers think that they help their students even after classes. Only 23% of students think that their teachers are responding on time to their e-mails while 91% of teachers claim that they respond on-time.

Through this study by confirming and accepting the null hypothesis we have concluded that the students' opinion about the relationship between student and teacher does not depend on faculty, year of study and student success. It should be noted that the teachers' opinions would have been more useful if we had had more responses by the teachers.

From this study, the data collected, the results and findings, we have very useful comparative analysis which will help us to be more successful in our mission of quality and excellence. For the teachers, it is recommended that the level of students care increase, with particular emphasis on helping them after school hours, response on time to e-mail, publishing on results time, and achievement by students. Also, creating a pleasant atmosphere during the class encourages the students to feel more relaxed, have the confidence to communicate and participate in the development of society and support their success. The results of such a survey could be very useful for the University and Faculties in order to improve quality.

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V. Appendices

Table 7: Student care given by teachers (student responses according to the year of study).

		<i>First year</i>	<i>Second year</i>	<i>Third year</i>	<i>Total</i>
Teachers who teach you do they know your name	No one	10.60	11.67	2.02	8.65
	Some of them	52.98	46.67	26.26	43.78
	Majority of them	21.85	34.17	44.44	31.89
	All	14.57	7.50	27.27	15.68
Do teachers know the place from where you are	No one	24.50	24.17	8.08	20.00
	Some of them	52.32	56.67	53.54	54.05
	Majority of them	15.23	12.50	24.24	16.76
	All	7.95	6.67	14.14	9.19
Teachers who teach you are they interested about your success	No one	51.66	51.67	36.36	47.57
	Some of them	35.76	40.00	50.51	41.08
	Majority of them	10.60	8.33	9.09	9.46
	All	1.99	0.00	4.04	1.89
Teachers who teach you are they ready to help you when you have need	No one	9.27	9.17	5.05	8.11
	Some of them	36.42	45.83	42.42	41.08
	Majority of them	34.44	31.67	34.34	33.51
	All	19.87	13.33	18.18	17.30
Teachers who teach you are they replaying on-time to your emails	No one	3.97	10.83	4.04	6.22
	Some of them	41.06	40.83	34.34	39.19
	Majority of them	29.14	25.83	39.39	30.81
	All	25.83	22.50	22.22	23.78
Teachers who teach you are they making pleasant and open atmosphere during the class	No one	5.96	10.00	1.01	5.95
	Some of them	50.99	50.00	48.48	50.00
	Majority of them	35.10	31.67	43.43	36.22
	All	7.95	8.33	7.07	7.84
Teachers who teach you are they informing you on time about quiz, mid-term exams results...	No one	0.66	5.83	1.01	2.43
	Some of them	31.13	31.67	35.35	32.43
	Majority of them	28.48	26.67	29.29	28.11
	All	39.74	35.83	34.34	37.03
According to you does the teacher affects the presence, commitment and success for the course	Not at all	3.31	5.00	2.02	3.51
	Very little	11.26	12.50	12.12	11.89
	Little	25.83	26.67	17.17	23.78

Teachers who teach you are they helping you after classes	A lot	59.60	55.83	68.69	60.81
	No one	29.80	25.00	15.15	24.32
	Some of them	45.03	45.83	50.51	46.76
	Majority of them	19.87	25.00	24.24	22.70
	All	5.30	4.17	10.10	6.22
How do you assess the student care that teachers give at your faculty	Very bad	5.30	2.50	0.00	2.97
	Bad	6.62	13.33	10.10	9.73
	Good	55.63	56.67	49.49	54.32
	Very good	32.45	27.50	40.40	32.97
	Total	100	100	100	100

Table 8: Student care given by teachers (student responses according to faculties).

		<i>Business and Economics</i>	<i>Contemporary Sciences and Technologies</i>	<i>Law</i>	<i>Public Administration and Political Science</i>	<i>Languages, Cultures and Communication</i>	<i>Total</i>
Teachers who teach you do they know your name	No one	4.21	16.30	8.14	9.38	0.00	8.65
	Some of them	48.42	40.22	56.98	40.63	12.12	43.78
	Majority of them	32.63	30.43	25.58	42.19	30.30	31.89
	All	14.74	13.04	9.30	7.81	57.58	15.68
Do teachers know the place from where you are	No one	20.00	25.00	23.26	18.75	0.00	20.00
	Some of them	61.05	47.83	58.14	50.00	48.48	54.05
	Majority of them	14.74	17.39	16.28	12.50	30.30	16.76
	All	4.21	9.78	2.33	18.75	21.21	9.19
Teachers who teach you are they interested about your success	No one	45.26	54.35	58.14	43.75	15.15	47.57
	Some of them	44.21	33.70	39.53	43.75	51.52	41.08
	Majority of them	10.53	9.78	2.33	10.94	21.21	9.46
	All	0.00	2.17	0.00	1.56	12.12	1.89
Teachers who teach you are they ready to help you when you have need	No one	5.26	6.52	11.63	10.94	6.06	8.11
	Some of them	29.47	43.48	51.16	42.19	39.39	41.08
	Majority of them	44.21	35.87	24.42	31.25	24.24	33.51
	All	21.05	14.13	12.79	15.63	30.30	17.30
Teachers who teach you are	No one	4.21	4.35	16.28	1.56	0.00	6.22
	Some of them	37.89	45.65	33.72	35.94	45.45	39.19

they replaying on-time to your emails	Majority of them	30.53	31.52	29.07	37.50	21.21	30.81
	All	27.37	18.48	20.93	25.00	33.33	23.78
Teachers who teach you are they making pleasant and open atmosphere during the class	No one	4.21	9.78	5.81	6.25	0.00	5.95
	Some of them	48.42	56.52	51.16	48.44	36.36	50.00
	Majority of them	42.11	32.61	31.40	35.94	42.42	36.22
	All	5.26	1.09	11.63	9.38	21.21	7.84
Teachers who teach you are they informing you on time about quiz, mid-term exams results	No one	2.11	3.26	4.65	0.00	0.00	2.43
	Some of them	29.47	46.74	26.74	23.44	33.33	32.43
	Majority of them	32.63	27.17	29.07	21.88	27.27	28.11
	All	35.79	22.83	39.53	54.69	39.39	37.03
According to you does the teacher affects the presence, commitment and success for the course	Not at all	1.05	6.52	4.65	1.56	3.03	3.51
	Very little	13.68	10.87	13.95	9.38	9.09	11.89
	Little	20.00	22.83	25.58	29.69	21.21	23.78
	A lot	65.26	59.78	55.81	59.38	66.67	60.81
Teachers who teach you are they helping you after classes	No one	10.53	21.74	43.02	31.25	9.09	24.32
	Some of them	53.68	52.17	39.53	37.50	48.48	46.76
	Majority of them	28.42	21.74	12.79	25.00	30.30	22.70
	All	7.37	4.35	4.65	6.25	12.12	6.22
How do you assess the student care that teachers give at your faculty	Very bad	1.05	8.70	2.33	0.00	0.00	2.97
	Bad	2.11	16.30	13.95	3.13	15.15	9.73
	Good	64.21	55.43	47.67	53.13	42.42	54.32
	Very good	32.63	19.57	36.05	43.75	42.42	32.97
Total		100	100	100	100	100	100

Table 9: Student care given by teachers (student responses according to the student success).

		6-7	7-8	8-9	9-10	Total
Teachers who teach you do they know your name	No one	8.89	10.61	7.78	5.17	8.65
	Some of them	62.22	41.67	37.78	29.31	43.78
	Majority of them	23.33	33.33	40.00	29.31	31.89
	All	5.56	14.39	14.44	36.21	15.68
Do teachers know the place from where you are	No one	24.44	20.45	16.67	17.24	20.00
	Some of them	61.11	55.30	52.22	43.10	54.05
	Majority of them	8.89	16.67	22.22	20.69	16.76
	All	5.56	7.58	8.89	18.97	9.19

Teachers who teach you are they interested about your success	No one	63.33	45.45	46.67	29.31	47.57
	Some of them	32.22	46.97	37.78	46.55	41.08
	Majority of them	4.44	6.82	12.22	18.97	9.46
	All	0.00	0.76	3.33	5.17	1.89
Teachers who teach you are they ready to help you when you have need	No one	14.44	5.30	7.78	5.17	8.11
	Some of them	53.33	42.42	38.89	22.41	41.08
	Majority of them	22.22	33.33	37.78	44.83	33.51
	All	10.00	18.94	15.56	27.59	17.30
Teachers who teach you are they replaying on-time to your emails	No one	2.22	7.58	10.00	3.45	6.22
	Some of them	47.78	38.64	36.67	31.03	39.19
	Majority of them	26.67	27.27	37.78	34.48	30.81
	All	23.33	26.52	15.56	31.03	23.78
Teachers who teach you are they making pleasant and open atmosphere during the class	No one	10.00	4.55	5.56	3.45	5.95
	Some of them	48.89	54.55	52.22	37.93	50.00
	Majority of them	34.44	34.85	34.44	44.83	36.22
	V	6.67	6.06	7.78	13.79	7.84
Teachers who teach you are they informing you on time about quiz, mid-term exams results	No one	0.00	3.03	2.22	5.17	2.43
	Some of them	42.22	37.12	27.78	13.79	32.43
	Majority of them	17.78	30.30	30.00	36.21	28.11
	All	40.00	29.55	40.00	44.83	37.03
<i>According to you does the teacher affects the presence, commitment and success for the course</i>	Not all	2.22	4.55	3.33	3.45	3.51
	Very little	15.56	12.12	8.89	10.34	11.89
	Little	23.33	27.27	24.44	15.52	23.78
	A lot	58.89	56.06	63.33	70.69	60.81
Teachers who teach you are they helping you after classes	No one	31.11	21.97	27.78	13.79	24.32
	Some of them	50.00	46.21	45.56	44.83	46.76
	Majority of them	16.67	25.76	20.00	29.31	22.70
	All	2.22	6.06	6.67	12.07	6.22
<i>How do you assess the student care that teachers give at your faculty</i>	Very bad	0.00	3.79	5.56	1.72	2.97
	Bad	12.22	10.61	10.00	3.45	9.73
	Good	51.11	55.30	57.78	51.72	54.32
	Very good	36.67	30.30	26.67	43.10	32.97
Total		100	100	100	100	100

Table 10: Student care given by teachers (teachers responses according to faculties)

		<i>Business and Economics</i>	<i>Contemporary Sciences</i>	<i>Law</i>	<i>Public Administration and</i>	<i>Languages , Cultures and</i>	<i>Total</i>
<i>Do you know the names of the students that you teach</i>	No one	0.00	0.00	0.00	0.00	0.00	0.00
	Some of them	36.36	44.44	25.00	22.22	12.50	26.53
	Majority of them	63.64	44.44	50.00	66.67	43.75	53.06
	All	0.00	11.11	25.00	11.11	43.75	20.41
<i>Are interested to know from where your students do come from</i>	No	18.18	22.22	25.00	0.00	6.25	12.24
	Sometimes	45.45	44.44	0.00	44.44	31.25	36.73
	Majority of cases	36.36	0.00	25.00	33.33	25.00	24.49
	Yes	0.00	33.33	50.00	22.22	37.50	26.53
<i>Are you interested to know the success of your students</i>	No	9.09	22.22	25.00	11.11	6.25	12.24
	Sometimes	36.36	0.00	25.00	11.11	12.50	16.33
	Majority of cases	36.36	22.22	25.00	33.33	25.00	28.57
	Yes	18.18	55.56	25.00	44.44	56.25	42.86
<i>Are you replaying on-time to the student emails</i>	No	0.00	0.00	0.00	0.00	0.00	0.00
	Sometimes	0.00	0.00	0.00	0.00	0.00	0.00
	Majority of cases	0.00	11.11	0.00	11.11	12.50	8.16
	Yes	100.00	88.89	100.00	88.89	87.50	91.84
<i>During your teaching class is there a pleasant and opened atmosphere</i>	No	0.00	0.00	0.00	0.00	0.00	0.00
	Sometimes	9.09	0.00	0.00	11.11	0.00	4.08
	Majority of cases	63.64	11.11	25.00	11.11	18.75	26.53
	Yes	27.27	88.89	75.00	77.78	81.25	69.39
<i>Do you help your students when they have a need</i>	No	0.00	0.00	0.00	0.00	0.00	0.00
	Sometimes	0.00	0.00	0.00	0.00	0.00	0.00
	Majority of cases	18.18	0.00	0.00	11.11	6.25	8.16
	Yes	81.82	100.00	100.00	88.89	93.75	91.84
<i>Do you inform on time students about the results midterm, quizzes,..</i>	No	0.00	0.00	0.00	0.00	0.00	0.00
	Sometimes	0.00	11.11	0.00	0.00	0.00	2.04
	Majority of cases	9.09	0.00	0.00	0.00	18.75	8.16
	Yes	90.91	88.89	100.00	100.00	81.25	89.80
<i>Do you help students after classes as well..</i>	No	0.00	11.11	0.00	0.00	0.00	2.04
	Sometimes	0.00	0.00	0.00	11.11	25.00	10.20
	Majority of cases	54.55	11.11	50.00	11.11	18.75	26.53

<i>How do you influence that the presence in class to be higher</i>	Yes	45.45	77.78	50.00	77.78	56.25	61.22
	Keep evidence	54.55	44.44	100.00	44.44	62.50	57.14
	Discuss and convince them	36.36	33.33	0.00	33.33	37.50	32.65
	Ask to be implemented the rule on presence	9.09	22.22	0.00	22.22	0.00	10.20
<i>During classes do you allow students to present their ideas</i>	Jo	0.00	0.00	0.00	0.00	0.00	0.00
	Sometimes	0.00	0.00	0.00	0.00	0.00	0.00
	Majority of cases	27.27	0.00	25.00	22.22	37.50	24.49
	Always	72.73	100.00	75.00	77.78	62.50	75.51
<i>According to you how do you assess the student care that you give at your faculty</i>	Very bad	0.00	0.00	0.00	0.00	0.00	0.00
	Bad	0.00	0.00	0.00	0.00	0.00	0.00
	Good	45.45	66.67	25.00	44.44	31.25	42.86
	Very good	54.55	33.33	75.00	55.56	68.75	57.14
<i>Total</i>		100.00	100.00	100.00	100.00	100.00	

Table 11: Student care given by teachers according to teaching experience (teachers responses)

		<i>1-5 years</i>	<i>5-10 years</i>	<i>10-15 years</i>	<i>15-20 years</i>	<i>More than 20 years</i>	<i>Total</i>
<i>Do you know the names of the students that you teach</i>	No one	0.00	0.00	0.00	0.00	0.00	0.00
	Some of them	100.00	18.75	35.29	0.00	37.50	26.53
	Majority of them	0.00	56.25	47.06	100.00	25.00	53.06
	All	0.00	25.00	17.65	0.00	37.50	20.41
<i>Are interested to know from where your students do come from</i>	No	0.00	0.00	23.53	14.29	12.50	12.24
	Sometimes	0.00	37.50	23.53	71.43	37.50	36.73
	Majority of cases	0.00	37.50	29.41	0.00	12.50	24.49
	Yes	100.00	25.00	23.53	14.29	37.50	26.53
<i>Are you interested to know the success of your students</i>	No	0.00	0.00	23.53	0.00	25.00	12.24
	Sometimes	0.00	25.00	11.76	28.57	0.00	16.33
	Majority of cases	0.00	43.75	29.41	14.29	12.50	28.57
	Yes	100.00	31.25	35.29	57.14	62.50	42.86
<i>Are you replaying on-time to the student emails</i>	No	0.00	0.00	0.00	0.00	0.00	0.00
	Sometimes	0.00	0.00	0.00	0.00	0.00	0.00
	Majority of cases	0.00	18.75	0.00	0.00	12.50	8.16

<i>During your teaching class is there a pleasant and opened atmosphere</i>	Yes	100.00	81.25	100.00	100.00	87.50	91.84
	No	0.00	0.00	0.00	0.00	0.00	0.00
	Sometimes	0.00	6.25	5.88	0.00	0.00	4.08
	Majority of cases	0.00	18.75	29.41	14.29	50.00	26.53
<i>Do you help your students when they have a need</i>	Yes	100.00	75.00	64.71	85.71	50.00	69.39
	No	0.00	0.00	0.00	0.00	0.00	0.00
	Sometimes	0.00	0.00	0.00	0.00	0.00	0.00
	Majority of cases	0.00	0.00	17.65	0.00	12.50	8.16
<i>Do you inform on time students about the results midterm, quizzes,...</i>	Yes	100.00	100.00	82.35	100.00	87.50	91.84
	No	0.00	0.00	0.00	0.00	0.00	0.00
	Sometimes	0.00	6.25	0.00	0.00	0.00	2.04
	Majority of cases	0.00	6.25	11.76	0.00	12.50	8.16
<i>Do you help students after classes as well..</i>	Yes	100.00	87.50	88.24	100.00	87.50	89.80
	No	0.00	0.00	0.00	14.29	0.00	2.04
	Sometimes	0.00	18.75	5.88	14.29	0.00	10.20
	Majority of cases	0.00	31.25	29.41	14.29	25.00	26.53
<i>How do you influence that the presence in class to be higher</i>	Yes	100.00	50.00	64.71	57.14	75.00	61.22
	Keep evidence	0.00	62.50	52.94	42.86	75.00	57.14
	Discuss and convince	0.00	31.25	29.41	57.14	25.00	32.65
	Ask to be implemented the rule on presence	100.00	6.25	17.65	0.00	0.00	10.20
<i>During classes do you allow students to present their ideas</i>	No	0.00	0.00	0.00	0.00	0.00	0.00
	Sometimes	0.00	0.00	0.00	0.00	0.00	0.00
	Majority of cases	0.00	37.50	11.76	28.57	25.00	24.49
	Always	100.00	62.50	88.24	71.43	75.00	75.51
<i>According to you how do you assess the student care that you give at your faculty</i>	Very bad	0.00	0.00	0.00	0.00	0.00	0.00
	Bad	0.00	0.00	0.00	0.00	0.00	0.00
	Good	100.00	37.50	29.41	42.86	75.00	42.86
	Very good	0.00	62.50	70.59	57.14	25.00	57.14
Total		100.00	100.00	100.00	100.00	100.00	